



Childcare Inspection Report on

Sarah Harper

Llangefni



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Description of the service

Sarah Harper is registered to look after up to 10 children from her home address in the town of Llangefni on the Isle of Anglesey. The child minder offers care to babies and children up to the age of 12. The opening hours are Monday to Thursday 7:30am to 6:00pm and Friday 7:30am to 5:30pm. These times are flexible to accommodate families' needs. The language used is English; however, the child minder can communicate in Welsh meaning children can choose their preferred language. The service does not fully offer the Welsh Government 'Active Offer' of the Welsh language because not all documentation is available bilingually.

Summary of our findings

1. Overall assessment

Children's views are highly valued and they consistently contribute to ideas about how they spend their time. They benefit from a broad range of different experiences that promotes their development and makes their days fun and interesting. The child minder is meticulous in her approach to ensuring she recognises and meets individual needs. The environment is planned from a child's perspective and there is an extensive range of suitable resources available to offer children a range of play and learning opportunities. The child minders leadership of the service is extraordinarily well organised and effective with working in partnership with parents given top priority.

2. Improvements

The child minder has continued to develop her knowledge and has attended a wealth of different courses.

3. Requirements and recommendations

No recommendations or requirements were made during the inspection.

1. Well-being

Summary

Children are happy, settled and thrive in a caring and stimulating environment. They are developing relationships and benefit from the interesting and well-planned experiences offered.

Our findings

1.1 To what extent do children have a voice?

Children make positive choices and decisions and are always encouraged to speak and express themselves.

Children made choices and decisions about how they spent their time and were consulted over a range of issues. For example, we saw children regularly completed questionnaires sharing how they felt about the care they received and the experiences offered. After the summer holidays children had asked for more visits to the park and this had been included in the activity plan for the following school holiday. The children played with the toys made available and selected others for from the other toys stored in boxes nearby, they knew what was available for them and made appropriate choices.

Children participate well. They actively contribute to ideas about what they would like to do and learn.

1.2 To what extent do children feel safe, happy and valued?

Children feel valued; they experience bonds of affection with a child minder who knows them well.

Children benefited from consistent care that fostered confidence and self-esteem. We read in completed parent questionnaires how all the children looked forward to their days with the child minder, because of the fun and interesting activities on offer to them. The children were developing relationships and forming friendships, they enjoyed spending time together, and they became more animated in their play when their friends joined them.

Children are successfully developing relationships; they feel secure and are happy and relaxed.

1.3 How well do children interact?

Children are beginning to understand their feelings and understand the emotions of others.

Children co-operated well with each other, they played alongside each other and helped each other. For example, a child arriving later joined the established game and both children willingly shared the resources available. Children explained to each other what was going on around them, helping each other to make sense of the their environment.

Children are polite and use good manners.

1.4 To what extent do children enjoy their play and learning?

Children are active and curious learners.

We saw photo evidence of the children engaged in innovative play based activities and were in what was on offer. We saw evidence of them painting and using various items to create shapes on the paper. Fine motor skills were developed through gluing various items to paper. We saw photographs of children enjoying planting in the garden and they appeared to explore and use the entire environment freely. During the inspection, the children thoroughly enjoyed playing with the small world resources and they were lost in a world of imaginative play.

Children enjoy planned activities as well as periods of child initiated uninterrupted play.

1.5 How well do children develop, learn and become independent?

Children are confident and independent.

Children were motivated and make good progress. They were confident to complete tasks for themselves and gained a sense of pride from their efforts. Children were enabled to complete self-care tasks because of easy access to the appropriate resources. Children proudly showed us how they had their own bag containing a flannel, towel and tooth brush, they went to get what they wanted as and when they needed. Children were praised for their efforts. The children were able to try to accomplish things for themselves and they showed good initiative to complete tasks, such as feeding themselves during snack time. Their secure relationships and the consistent care received enabled children to gain confidence.

Children cope well with challenging experiences; they show good initiative and have appropriate self-help skills.

2. Care and Development

Summary

The child minder is motivated and committed to her role, and keeping children safe and healthy is given high priority. Activities are carefully planned with consistent consideration given to children's individuality.

Our findings

2.1 How well do practitioners keep children safe and healthy?

The child minder fully understands her role and responsibilities in relation to keeping children safe and healthy.

Safeguarding underpins all practice and through discussion, we found the child minder had a sound understanding of her responsibilities. The child minder consistently promotes healthy lifestyles, she supports children to regularly spend time outside in the fresh air and children are physically active daily. For example, they regularly take part in activities out in the garden and visit places of interest locally. The child minder implements best practice in relation to healthy eating and improves outcomes for children through sharing knowledge and advice with parents. The child minder kept detailed records of any accident or incidents. Fire drills were carried out regularly and children well supported to become familiar with the process to be followed in the event of an emergency. Positive practices were followed to reduce the risk of spreading infection, the child minder ensured children regularly washed their hands and tables were wiped before meal times. When changing nappies, the mat was wiped, and gloves and an apron were worn and a cover was used for soiled nappies.

The child minder implements best practice in relation to ensuring children's health and well-being is always promoted.

2.2 How well do practitioners manage interactions?

The child minder is caring and consistent in her approach, leaving no confusion in the child's mind what is expected of them.

The child minder fully understands child development and how to best meet children's needs; she was a positive role model and consistently promoted positive behaviour through regular praise and encouragement. The child minder conveyed the importance of being sensitive to the needs and experiences of individual children, having regard for individuality and personality when planning and organising activities. The child minder listens to children's views and creates an ethos of open discussion. For example, children are regularly consulted as to what they want to do and the child minder as a result is flexible in her approach to planning activities. Child participation and their learning is of paramount importance and the child minder encouraged all to co-operate, share and enabled them to

form relationships and positively relate with one another, for example the importance of sharing and respecting others were discussed.

The child minder makes expectations of behaviour clear, children's input is highly valued and children are always made aware of the reasons for doing something or not.

2.3 How well do practitioners promote children's play, learning and development and meet their individual needs?

The child minder promotes the development of all children by planning for an extremely good variety of play and learning opportunities.

The child minder provides a nurturing and caring environment; she understands and meets individual needs. The child minder followed a detailed but flexible activity plan ensuring children experienced interesting activities. She has high expectations of children's learning and is forward thinking in her approach. She provides a variety of enjoyable first hand experiences, which are stimulating and challenging play and learning opportunities. Children's progress is meticulously tracked, with the child minder having detailed knowledge about all children's individual ability. Children's progress is regularly logged and reviewed through the use of a database. The comprehensive information is used to plan for their next steps in play and learning and ensures the child minder successfully facilitates and further children's development.

The child minder is confident and relaxed; children are treated with dignity and respect and make consistent progress because of a meticulously planned service.

3. Environment

Summary

The child minder ensures children are cared for in a stimulating and secure, child centred environment. Diligent and systematic procedures are followed to ensure children are kept safe and resources are clean and of consistent quality.

Our findings

3.1 How well do leaders ensure the safety of the environment?

The child minder ensures children are cared for in a safe clean and secure environment.

The child minder is familiar and confident with her duties in relation to always promoting the safety and welfare of children. Risk assessments were comprehensive and were regularly reviewed and updated with action taken when required to ensure risks to children's safety had been eliminated. For example, daily safety checklist were completed before children arrived. The records seen were detailed evidencing action taken promptly when required.

The child minder ensures that unnecessary risks to children's safety are identified and as far as possible eliminated.

3.2 How well do leaders ensure the suitability of the environment?

The child minder ensures the premises are welcoming and friendly.

The child minder provides sufficient space and facilities to meet children's needs; it was decorated and well maintained. The space available provided children with a supportive environment that they could explore freely and enabled them to be independent. The children were seen to move between the kitchen and living room and we saw ample photo evidence of a broad range of activities being offered. For example, children regularly explored and played in the garden and had created a fairy garden. The environment created a positive sense of security and belonging, older children benefited from a separate play space enabling them to take part in activities of interest to them.

The child minder ensures the whole environment provides for a wide range of play opportunities suitable for the age range cared for.

3.3 How well do leaders ensure the quality of resources and equipment?

The child minder provides access to furniture, equipment and toys appropriate and suitable to meet the needs of the children.

The resources were suitable in design and condition and were well maintained. These were available in sufficient quantity and ensured children had a variety of choice. Children

could access the resources independently; they promoted their curiosity and included household items, tactile and sensory resources. The outside area provides appropriate play and learning opportunities; the children could learn about the world around them and enjoyed exploring the bug hotel and planting vegetables.

The child minder provides broad range of quality resources both indoors and outdoors.

4. Leadership and Management

Summary

The child minder is committed and enthusiastically plans and delivers a service where children flourish. The child minder implements continued improvements and strives to ensure new ideas are imaginative and benefit children and their families. Working in partnership with parents is the service's core objective and striving to involve parents in what is going on.

Our findings

4.1 How effective is leadership?

The child minder sets exceptionally high expectations of herself and her service.

The child minder confidently and clearly conveys her vision for her service; she has a strong sense of purpose and strives to secure good outcomes for the children she cares for. The child minder has policies that are focused on children's needs and these are readily available to parents are reviewed and updated annually. The statement of purpose is detailed and informative; containing valuable information to parents to enable them to make an informed decision about the care they choose for their child. The child minder monitors and evaluates outcomes for children and has a sound understanding of her responsibilities to promote the Welsh language. At present, not all documentation is available bilingually but the child minder evidences a commitment to introducing children to the Welsh Language.

The child minder successfully manages her service well.

4.2 How effective is self evaluation and planning for improvement?

The child minder draws on first-hand experience of the quality of the care provided.

The child minder has strong systems in place for regularly gathering the views of children and their families, they are gathered regularly and the information used to drive the service forward. We saw that strengths and areas for development are recognised with action taken to implement positive changes and improve the service. The annual quality of care report clearly shows who has contributed, how improvements will be made, and how this will benefit children. The child minder had recently consulted with parents regarding their preferred method to receive daily feedback, parents had all said they wanted to continue with the written diary, which provided them with a wealth of detail.

The child minder consistently implements sound strategies to bring about improvements.

4.3 How effective is the management of practitioners, staff and other resources?

The child minder sets high targets for herself and communicates her high expectations of herself and her service.

The child minder is exceptionally self-motivated; she meticulously ensures that she keep abreast with all changes and service continue to grow and develop. She regularly attends various training events and certificates were available at inspection. She offers guidance and support to other child minders through social media and face-to-face meetings. Detailed developmental records kept showed that children were making progress and achievable goals had been set for the next steps in their learning.

The child minder implements a strong culture of continuous professional development.

4.4 How effective are partnerships?

The child minder is committed to working in partnership with parents to promote children's well-being and learning.

The child minder provides parents with substantial information to enable them to make an informed choice about the care of their child. She encourages and supports a relationship with parents based on trust and clear communication with parents through inclusive practice. At the point of registration, the child minder gathers as much information as possible about the parents understanding of their child's ability and this is the starting point of the child is learning journey with the child minder. The child minder is in regular contact with parents and provides them with regular updates on photos of what their children have achieved. Through regular developmental reports and detailed daily diaries, the child minder keeps parents well informed about all aspects of children's achievements, their well-being development and learning. Completed questionnaires by parents showed that parents extremely happy with the care their children received. One parent commented '*great service all the time, no concerns at all.*' The child minder has established positive links in the community and makes regular use of the services available, for example, she attends groups at the local library and children enjoy visiting local attractions.

The child minder keeps parents very well informed and has established trust and clear communication.

5. Improvements required and recommended following this inspection

5.1 Areas of non compliance from previous inspections

None

5.2 Recommendations for improvement

No recommendations for improvements were made.

6. How we undertook this inspection

This was a full-unannounced inspection undertaken as part of our normal schedule of inspections.

One inspector visited the service on the 24 January 2019 between 9:10am and 12:45pm.

We:

- inspected a sample of documentation and policies;
- spoke to the children;
- read questionnaires from parents;
- looked at children's files and inspected resources and the premises, and
- provided detailed feedback.

Further information about what we do can be found on our website:

www.careinspectorate.wales

About the service

Type of care provided	Child Minder
Registered Person	Sarah Harper
Registered maximum number of places	10
Age range of children	0 – 12 years old
Opening hours	7:30am – 6:00pm Monday to Thursday 7:30am – 5:30pm Friday
Operating Language of the service	English
Date of previous Care Inspectorate Wales inspection	19 January 2016
Dates of this inspection visit(s)	24 January 2019
Is this a Flying Start service?	No
Is early years education for three and four year olds provided at the service?	No
Does this service provide the Welsh Language active offer?	The service does not fully offer the 'active offer' of the Welsh language, even though care is delivered bilingually, not all written documentation would be readily available in Welsh. The child minder introduces children to some basic Welsh words.
Additional Information:	